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**Enquire Learning Trust Application Pack**

**Teacher**

**ELTJAN12**

**Roseberry Academy**Roseberry Crescent  
Great Ayton  
Middlesbrough  
TS9 6EP  
Tel: 01642 722883



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**A group of kids playing outside

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**A group of girls in school uniforms

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**The Enquire Learning Trust**

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East Lincolnshire, Hull, Manchester, Teesside and North Yorkshire.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don’t believe that implementing blanket priorities and objectives is pertinent to a successful academy, and we encourage autonomy for academy leaders wherever possible.

**Values**

* We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
* We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
* We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world-class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
* We take learning seriously and work together to create a vibrant culture in which this can happen.  We know that it’s what we do that counts and that our thinking must be visible in classrooms if it is to have leverage.  Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

**Roseberry Academy**

We are a caring village school with a dedicated and committed staﬀ, supportive Governors and parents, an active PTA and happy children! As an Enquire Learning Trust Academy, we strive for the highest standards and have a clear vision for the future.

At Roseberry Academy, we strive to enable our children to become eﬀective and successful learners. We provide an environment with positive and confident attitudes and encourage mutual respect. Children are inspired and enthusiastic about their learning, which is engaging and objective led, building upon previous knowledge and developing new skills.

We believe that children learn when they are engaged end enthused and we aim to provide a range of exciting, high quality learning experiences for all. A variety of teaching and learning pedagogies are used with ongoing assessment to ensure progression. This, in turn enables us to help our children develop as enquiring, reflective, independent learners with high expectations for themselves and their learning.

**Our Vision**

Roseberry Academy is based upon a belief system which values individuals equally. Staff know children well and equal importance is given to academic, social and emotional development and, consequently, relationships within the community of the academy are strong.

Pastoral care is given the highest of priorities with the recognition and understanding that children come from a diverse range of backgrounds and experiences which impacts upon their development. We believe that relationships are key! Warmth, humour and mutual respect are shared behaviours which are evident throughout the school and they, along with high expectations and ambition for all, form the basis upon which foundations for learning are built. The curriculum at Roseberry is enquiry led and children are encouraged to lead their own learning and are seen to be enthused and engaged throughout lessons which inspire them.

Children who leave Roseberry Academy at the end of Year Six do so with a toolkit for life: confidence in themselves as individuals- their understanding of their place in the world, their achievements and aspirations; a love of learning and thirst for knowledge, as well as pride in their academic achievement; a clear understanding of how to reach their aims; a readiness for their next stage in learning; the ability to persevere and find solutions through the development of their emotional intelligence and their own set of values which they are confident to articulate and share.

Our most recent, successful Ofsted inspection (2023) graded our school as good with EYFS provision as outstanding.

**Teacher**

**Contract Type:** Full time

Fixed term contract initially until 31st August 2025

**Start date:** 22nd April 2025

**Salary:** MPS

**Application Deadline:** Friday 14th March 2025, 12noon

**What we’re looking for**

Roseberry Academy are seeking to appoint an enthusiastic and committed Teacher to join our forward-thinking academy team from April 2025.

We are looking for an innovative and inspirational teacher who can demonstrate best practice in teaching, has high expectations for all children and has a good knowledge of the primary curriculum and assessment.

We require a member of staff who has the drive and determination to have a positive impact upon pupil outcomes both academically and pastorally.

We are seeking a teacher who:

* Is committed to striving to become an outstanding practitioner with high expectations of themselves, staff and pupils.
* Understands what constitutes good and outstanding teaching and learning.
* Has a love of teaching and learning and a commitment to ensure the very best for every child.
* Shares our high expectations of delivering an exciting, well-rounded curriculum.
* Has the ability to plan well-sequenced lessons, which are tailored to meet the needs of all learners.
* Has an understanding of how to develop excellent relationships with children, staff and families.
* Who has the very highest expectations of children.
* Who is a reflective practitioner who is willing and able to develop their own teaching and to contribute to our professional learning community.

**What we can offer**

* A fantastic school setting in the beautiful village of Great Ayton, close by to Roseberry Topping.
* Dedicated pupils who love coming to the academy and demonstrate a strong love of learning.
* A happy and successful school that puts children at the heart of everything.
* Excellent relationships with parents/carers and the wider community.
* An enthusiastic and supportive Principal who puts the interests of the children first and is committed to the continual improvement of the academy.
* A supportive and dedicated staff team who care passionately about our school and local community.
* Exceptional professional development opportunities and effective working partnerships between our schools within the Enquire Learning Trust,

**Contact Us**

To arrange an informal chat or a look around the school, please contact Mrs J Taylor, Business Manager by emailing office@roseberryacademy.org

**Safeguarding**

Roseberry Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Important: references will be obtained before interview, please note on your application if you do not wish for your current employer to be contacted before interview.

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**Job Description**

|  |  |
| --- | --- |
| **Job Title** | Teacher |
| **Location/Base** | Roseberry Academy, Great Ayton |
| **Reporting to** | Principal |

**Teaching Standards**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Accountability**

Teachers areaccountable for the standards and achievement within the class/ability groups and co-ordinating or managing the work of support staff

All teachers are subject to the conditions of employment set out annually in the School Teachers’ Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

**A Teacher Must:**

**Set High Expectations which Inspire, Motivate & Challenge Pupils:**

Establish a safe and stimulating environment for pupils, rooted in mutual respect.

Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.

Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**Promote Good Progress & Outcomes by Pupils:**

Be accountable for pupils’ attainment, progress and outcomes.

Plan teaching to build on pupils' capabilities and prior knowledge.

Guide pupils to reflect on the progress they have made and their emerging needs.

Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

Encourage pupils to take a responsible and conscientious attitude to their own work and study.

**Demonstrate Good Subject & Curriculum Knowledge**

Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject

If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**Plan & Teach Well Structured Lessons**

Impart knowledge and develop understanding through effective use of lesson time

Promote a love of learning and children’s intellectual curiosity

Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

Reflect systematically on the effectiveness of lessons and approaches to teaching

Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt Teaching to Respond to the Strengths & Needs of All Pupils**

Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development

Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make Accurate & Productive Use of Assessment**

Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

Make use of formative and summative assessment to secure pupils’ progress

Use relevant data to monitor progress, set targets, and plan subsequent lessons

Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**Manage Behaviour Effectively To Ensure a Good & Safe Learning Environment**

Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy

Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them

Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**Fulfil Wider Professional Responsibilities**

Make a positive contribution to the wider life and ethos of the school

Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Deploy support staff effectively

Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

Communicate effectively with parents with regard to pupils’ achievements and well-being.

**Personal & Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position

Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions

Showing tolerance of and respect for the rights of others

Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

**PERSON SPECIFICATION**

**POST TITLE:** Teacher

**GRADE:** MPS

|  |  |  |  |
| --- | --- | --- | --- |
|  | Essential | Desirable | Evidence |
| Qualifications | Qualified Teacher Status  Degree | Continued Professional Development | Application Form  Interview |
| Experience | Proven ability as a good or outstanding practitioner or the capability to become outstanding | The ability to lead developments in teaching and learning in Maths | Application Form  Interview |
| Professional Knowledge, Understanding and Skills | Understand what constitutes good and outstanding teaching and learning.  The ability to plan well-sequenced lessons, which are tailored to meet the needs of all learners.  Has an understanding of how to develop excellent relationships with children, staff and families.  Has the very highest of expectations of children.  A reflective practitioner who strives for high levels of achievement for all pupils. | Able to develop and promote independent learning in the classroom.  The understanding of how to create an outstanding learning environment within the classroom and around the school in order to support and extend learning.  Able to carry out research to engage with new pedagogical approaches to teaching and learning. | Application Form  Interview  Lesson Observation |
| Curriculum | Excellent subject knowledge across the curriculum.  Able to use AFL techniques confidently in all subjects in the curriculum.  Is committed to effective task design. | An understanding of how to use all areas of the curriculum to develop skills in reading, writing and maths.  Is able to utilise the outdoors to enhance learning opportunities. | Application Form  Interview  Lesson Observation |
| Professional Values | High expectations of yourself, other members of staff and children.  Reflective practitioner willing and able to develop own teaching and to contribute to our professional learning community.  A commitment to the personal welfare and safeguarding of children. | Willing to help provide extra-curricular activities and first hand learning experiences. | Application Form  Interview  References |
| Personal Qualities | Total commitment to and an enthusiasm for teaching and learning.  Reflective and forward thinking with the ambition to become the very best teacher possible.  A believer in teamwork.  A well organised teacher, who is able to prioritise.  Ability to communicate effectively at all levels. | Ability to lead others in the delivery of the curriculum.  A willingness to collaborate both within and beyond the school to improve the quality of provision. | Letter of application  Interview  Reference. |

**Contact Details:**

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Email: office@roseberryacademy.org

*The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.*

**DISCLOSURE AND BARRING AND RECRUITMENT CHECKS**

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that’s considered relevant to the role. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We’ll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

*Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with*[*Keeping Children Safe in Education*](https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf)*.*

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.

*All* documentation will be treated confidentially and processed in accordance with Data Protection regulations.